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ABSTRACT

Designed to help educators in California's community colleges gauge the quality of their gender equity and single parent/homemaker programs, this document offers guidelines for program planning and evaluation, internal and external coordination and support, and curricular and service needs. Introductory sections discuss the efforts of a task force of practitioners, college administrators, and faculty drawn from community colleges throughout California to develop the indicators; the purpose, audience, and intended use of the guidelines; and the organization of the book. Following a mission statement for California community college gender equity and single parent/homemaker programs, program elements and quality indicators are presented in four categories: (1) ongoing program planning and evaluation to identify the needs of the target population and develop the resources and strategies necessary to deliver a viable program; (2) developing strong commitment and support from all segments of the college community; (3) developing cooperative efforts between college-based programs and other educational, business and industry, political, non-profit, and community-based programs; and (4) providing essential curriculum and support services that meet the unique needs of the target population. For each area, a rationale for the category, a listing of key program elements, and a list of quality indicators are provided. Appendixes contain a compliance checklist for federal and state equity regulations, sample job descriptions, and sample intake forms. (JMC)

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ED315114

QUALITY INDICATORS

FOR GENDER EQUITY AND SINGLE PARENT/HOMEMAKER PROGRAMS IN CALIFORNIA'S COMMUNITY COLLEGES

DEVELOPED THROUGH A PROJECT SPONSORED BY THE
CHANCELLOR'S OFFICE OF THE CALIFORNIA COMMUNITY COLLEGES

1989

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INTRODUCTION

Background

It has been evident for two decades that gender equity and the needs of single parents and homemakers are concerns facing society. A variety of laws have been passed during that time designed to respond to these concerns. Perhaps none has had more direct language or consistent concern with these issues than the Carl Perkins Act passed in 1984 by the U.S. Congress. While its proposed reauthorization is still undergoing hearings as of this writing, it is likely to continue these emphases. These bills define the role of vocational education in the nation from the federal standpoint.

Not only is this legislation direct and specific with respect to gender equity and single parents/homemakers, but it earmarks funds to be used in every state to address these concerns. In California a portion of these funds is directed to community college use. Through this support, in most California community colleges a gender equity/single parent coordinator is identified. These coordinators in turn are directed to establish programs designed to foster the elimination of sex bias, to meet the needs of those of both genders who wish to pursue careers in fields non-traditional for their sex, and to meet the needs of single parents and homemakers, regardless of age.

Purpose of the Indicators

In spite of the concern with gender equity and single parents/ homemakers in the legislation, the specific programs a college is expected to establish are not clearly defined. It is very difficult to define such programs in a general sense, when needs and student populations vary as they do from one community college to another. Thus there exists considerable variation in the way these funds are used and programs are defined. Coordinators working in the colleges themselves have experienced frustration in knowing how best to structure their efforts. The question is often asked: "How do gender equity and

single parent/ homemaker program administrators know if they are best serving the needs of their students?"

This document is an attempt to answer that question. It provides detail that has not been previously available to California's community colleges about how to gauge the quality of their gender equity and single parent/homemaker efforts. These quality indicators are intended as guidelines. Responsibility for the development of the specifics of each program will remain at the college level, with those in the best position to understand each campus community. For the most part these quality indicators are directed toward the processes that should occur to define and establish such programs, and which if followed, will enhance their effectiveness.

While there is overlap between the purpose of developing high quality vocational education programs for students and meeting the letter of the law, these two are not synonymous. Title IX of the Educational Amendments of 1972 is a regulatory act prohibiting sex discrimination that applies to all educational programs. The Vocational Education Guidelines of 1979 amplify and clarify how Title IX and other civil rights legislation should be applied to vocational education programs. Since Single Parent and Gender Equity programs must function within the framework of federal and state equity regulations, a compliance checklist, developed independently, and designed to be used as a self-assessment, appears as an appendix to this document, covering these official regulations.

The Intended Audience

Who should find these quality indicators useful? There are several categories of people within each community college:

- Program advisory committees
- Gender equity coordinators and staff
- Single parent/homemaker coordinators and staff

- Boards of trustees
- College administrators
- Vocational education managers
- Interested faculty and staff

Beyond these categories, there are those outside the colleges who might also find them useful, such as others working in the community to meet the needs of these populations, district administrators, and those at the state or even national level concerned with gender equity and single parents. However, the primary audience is those directly involved in establishing and maintaining effective programs at each college.

How the Indicators Were Developed

How did these quality indicators come into being? The Chancellor's Office of the California Community Colleges awarded a grant to Sierra College, beginning in the fall of 1988, to conduct this work. The first step involved identifying a task force, made up primarily of practitioners, college administrators and faculty, working in community colleges across the state.

This task force was selected through a nomination process open to every community college in the state, and because of widespread interest, was comprised of some of the most knowledgeable individuals working in this field in California. Several organizations concerned with California's community colleges were also invited to provide a representative. A list of the individuals on the task force, and their titles and affiliations, is provided at the end of this document.

The task force met three times during the course of the 1988-89 school year. The first meeting led to the definition of those program elements which task force members felt were essential for colleges to construct effective programs. After these elements were sorted out and grouped into four categories, a second, two-day working meeting was held to define the quality indicators for each element; i.e., the evidence by which one can judge whether

the elements are in place. A third meeting was held after the quality indicators had been refined and formatted, and assembled into a full draft document. This allowed the task force to review and refine this document, discuss the form in which it should be issued, and confer on its distribution.

In addition to these task force efforts, a national search was conducted by project staff. We contacted gender equity and single parent coordinators in all states and asked them to share any information or documents that might pertain to the development of these quality indicators. Materials received were sifted and studied, and where worthwhile program elements or quality indicators were found that had not been identified, they were added. Thus the quality indicators contained here have been examined against this national context.

Organization of the Quality Indicators

How are the program elements and quality indicators included here organized? At the beginning is an overall mission statement for California community college gender equity and single parent/homemaker programs. This is followed by the four categories of program elements and quality indicators, as follows:

- Program planning and evaluation
- Support and coordination within the college
- Coordination outside the college
- Essential curriculum and support services

The first three categories are process oriented. That is, they are directed toward the activities that should be carried out at each college to ensure effective programs. The fourth category is content oriented; it provides an overview of the categories of services and activities that are desirable to have in place in an effective program.

For each of the four categories there is a listing of the program elements the task force and national search determined were important for effective programs. For each element quality indicators are then presented that allow an assessment of whether or not the element is in place. These indicators thus provide a gauge of effective programs.

How to Use These Quality Indicators

These quality indicators are intended to serve as guidelines to those within a community college responsible for planning or assessing gender equity or single parent/homemaker programs and activities. They may be used in a self-study fashion, allowing colleges to examine themselves and make whatever changes or improvements appear needed.

Probably the approach that makes most sense is to view the indicators as a way to progressively improve these programs. For example, they can serve a useful purpose during the planning stages for gender equity and single parent/ homemaker programs. They can also be used at subsequent points, to check progress. Or they can be used as an assessment tool for programs that are well established and mature.

The indicators should be used as a group; all four categories of elements and indicators should be examined together. They are intended to serve as an integrated set of guidelines. However, it is unlikely that they can all be met at one time, particularly given the limited resources available for such efforts on most campuses, and the fact that maintaining student services will occupy many of these resources. Thus priorities need to be established at each college.

To summarize, the indicators are designed to help with program planning and assessment. They will serve as developmental guidelines, leading to the growth and improvement of programs. Over time, they should allow those working in California's community colleges to better answer the question: "How do we know if we have single parent/homemaker programs that are best serving the needs of our students?"

MISSION STATEMENT FOR CALIFORNIA COMMUNITY COLLEGE VOCATIONAL EDUCATION GENDER EQUITY AND SINGLE PARENT/HOMEMAKER PROGRAMS

This mission statement addresses two types of programs:

- Programs designed to eliminate institutional and individual sex bias and stereotyping, and foster student enrollment in programs non-traditional for their sex.

- Programs designed to eliminate the unique barriers to achievement of educational goals experienced by single parents/homemakers attending college.

The mission of these programs is to increase awareness of, accessibility to, and success in all vocational programs, thereby strengthening students' potential for personal fulfillment and economic self-sufficiency.

THE QUALITY INDICATORS

Program Planning and Evaluation

•

Support and Coordination Within the College

•

Coordination Outside the College

•

Essential Curriculum and Support Services

PROGRAM PLANNING AND EVALUATION

RATIONALE:

On-going program planning and evaluation are necessary to identify the needs of the target population, and to develop the resources and strategies necessary in order to deliver a viable program with results that are measurable.

KEY ELEMENTS:	QUALITY INDICATORS:
1. ESTABLISH AN INITIAL PLANNING GROUP TO HELP DESIGN THE PROGRAM. Rationale: The establishment of a planning group is important in order to incorporate a variety of viewpoints, to provide program direction, and to generate broad-based support.	1A. Members of the planning group are representative of the administration, faculty, support staff, and students. 1B. Members of the planning group reflect the racial, ethnic, gender, and age composition of the student population.
2. ASSEMBLE AN ONGOING ADVISORY COMMITTEE TO GUIDE THE PROGRAM. Rationale: An advisory committee is essential in maintaining broad-based support and direction for the program.	2A. Members are representative of business, industry, labor, public service, and community-based organizations, as well as the student population. 2B. Members have an understanding of issues relating to gender equity and single parent/homemakers, and the purpose and role of the committee. 2C. There is active participation by the advisory committee in program design, promotion, and evaluation.

KEY ELEMENTS:	QUALITY INDICATORS:
3. DETERMINE PROGRAM NEEDS. Rationale: The identification of needs is essential in designing effective programs for the target populations.	3A. The target populations have been clearly identified. 3B. Needs within the college have been identified and are addressed in the college master plan and vocational plan. 3C. Needs of the community have been identified and documented. 3D. Individual assessments of participants' needs have been completed and the resulting data have been analyzed for program planning. 3E. Where multiple student or program needs exist, they have been prioritized.

KEY ELEMENTS:	QUALITY INDICATORS:
4. IDENTIFY RESOURCES WHICH CAN BE USED TO MEET THE NEEDS Rationale: A clear assessment of the resources necessary to meet the identified needs will facilitate program design and minimize duplication of effort. An assessment of resources available will help to structure a realistic program.	4A. Resources are identified on a continuing basis in terms of: • The general fund • Categorical funds • Grants • In-kind services • Volunteers 4B. The program director is informed about fiscal issues and plays an active role in budget development. 4C. College personnel have been identified who can provide needed services for the target population. 4D. Public agencies and community organizations that might be able to meet the identified needs of the target population are identified and coordination exists. 4E. A liaison has been established with business, industry, labor, and community service organizations so that participants can benefit from the cooperation of these groups; e.g., via internships, mentors, role models, job shadowing, and job placement.
5. THERE IS AN OVERALL PROGRAM DESIGN. Rationale: An overall design for the program ensures that the priority needs of the target population are addressed and that there is a logic to program activities, justifying continued support.	5A. The program design includes a written description of: • goals • measurable objectives • activities • a timeline • a budget by objective • an evaluation procedure • a means of program refinement based on evaluation outcomes • measures to assure compliance with federal and state requirements (Note: See Appendix A for Title IX compliance self-assessment.)

KEY ELEMENTS:	QUALITY INDICATORS:
6. EVALUATION STRATEGIES AND TOOLS HAVE BEEN DESIGNED AND IMPLEMENTED TO MEASURE PROGRAM SUCCESS Rationale: The development and implementation of evaluation strategies and tools are essential to measure program effectiveness and student success. In addition to measuring current program success, evaluation data can strengthen future program planning.	6A. Evaluation data exist on: • The meeting of program goals and objectives • The program impact on various groups within the target populations (based on gender, race, age, and handicapped status) • Cost effectiveness 6B. Existing college data (such as that from admissions and records offices) are used in the program evaluation. 6C. Participants are actively tracked to assess the effectiveness of the services. This survey should determine the non-traditional vocational majors and/or single parents/homemakers who: • Enroll • Achieve their educational goals • Are placed on the job or who meet their personal goals • Continue to meet their goals at intervals following program completion and/or graduation. 6D. A year-end evaluation report is written that includes both quantitative and qualitative data on program goals, activities, and services, and includes feedback from participants. This report is distributed to appropriate college and program administrators and staff.

SUPPORT AND COORDINATION WITHIN THE COLLEGE

RATIONALE:

Gender equity and single parent/homemaker programs require strong commitment and support from all segments of the community college: the board of trustees, administration, faculty, staff and students. These individuals may lack awareness or understanding of gender equity issues or the special needs of single parent/homemaker students. Therefore, concepts relating to the need for gender equity and of single parents/homemakers must be infused into the total curriculum and services of the college. When there is support and coordination within the college, the program is a more integral part of the community college, rather than an "add on." It thus has more credibility with the college and with current and future participants.

KEY ELEMENTS:	QUALITY INDICATORS:
1. SENSITIZE ADMINISTRATORS, FACULTY, STAFF, AND STUDENTS TO GENDER EQUITY AND SINGLE PARENT/HOMEMAKER ISSUES. Rationale: The administration, faculty, staff, and students need to be made aware of gender equity and single parent/homemakers issues, particularly as they relate to the feminization of poverty. Increased sensitivity to these issues will foster greater support of campus efforts to provide open access and opportunities in all vocational fields, regardless of gender and traditional roles.	1A. There is communication of gender equity and single parent/homemaker program issues, goals, objectives, and activities consisting of development, dissemination, and/or participation in: • brochures • flyers • written communications • media articles • presentations: group and one on-one • student assemblies, forums, and/or publications • campus committee participation 1B. A Calendar of events exists which lists activities related to topics such as: sexual harassment, non-traditional opportunities, special needs of single parents, affirmative action in hiring practices, and cultural diversity in the classroom. 1C. There is evidence administrators, faculty, staff, and students participate in special events for target issues and populations.

KEY ELEMENTS:	QUALITY INDICATORS:
	1D. There is public recognition on the campus of the value of special programs for the target populations thus indicating that administrators, faculty, students, and staff are aware of and sensitive to issues related to gender equity and single parents/homemakers.
	1E. When interviewed, campus leaders indicate contact with gender equity and single parent/homemaker coordinators, are knowledgeable of the program, and support its goals.
2. PROVIDE STAFF DEVELOPMENT ACTIVITIES RELATED TO EQUITY AND SINGLE PARENT/HOMEMAKER ISSUES.	2A. Faculty orientations include information on gender equity and single parent/homemaker programs and services.
Rationale: To increase the level of consciousness and enable administration, faculty, and staff to take an active role in the elimination of sex bias and barriers to single parent/homemaker students to their mutual benefit.	2B. There is evidence of administrative support for the scheduling of staff development activities and recruitment to ensure full participation of faculty and staff.
	2C. Evaluations are conducted to determine the effectiveness of staff development activities.
3. PROVIDE INFORMATION TO THE BOARD OF TRUSTEES	3A. There is a record of presentations to and attendance at board meetings by the program coordinator and/or other program staff.
Rationale: Providing information to the Board of Trustees garners support, resources, and commitment to the elimination of sex bias and to programs and services for single parents/homemakers.	3B. There is evidence of board support for the financial requirements of equity programs.
	3C. There is a record of attendance of board members at program events.

KEY ELEMENTS:	QUALITY INDICATORS:
4. INTERFACE WITH ALL SEGMENTS OF THE COLLEGE Rationale: To insure the success of students in vocational programs who may be single parents/homemakers or victims of sex bias, it is necessary to involve all segments of the college in developing awareness and providing instruction and services related to gender equity and single parent/homemaker issues.	4A. Vocational instructional programs shall aim for enrollment of 80/20% or better gender balance on an ongoing basis. 4B. There is evidence of administrative linkage between the program staff and the following campus departments as appropriate: • business office • student services • vocational instruction programs, especially those with imbalanced enrollment by sex. • apprenticeship coordinators 4C. There is evidence that non-traditional and single parent/homemaker students are referred to the following departments/ services as appropriate/available: • tutoring • financial aid • counseling • EOP & S • assessment • vocational career planning • job placement • health services • C.A.R.E. • child care • work experience/co-op ed. • student activities • re-entry groups •translating and interpreting services 4D. A plan for coordination within the college and with other colleges in a multi-college district exists.

KEY ELEMENTS:	QUALITY INDICATORS:
5. DISSEMINATE PROGRAM INFORMATION AND COORDINATE REFERRALS ACROSS THE CAMPUS. Rationale: Student success is dependent upon support and involvement of the total campus and the timely dissemination of accurate information.	5A. Sites for disseminating information throughout campus have been identified. 5B. Current information on the program is included in internal publications.
6. CONDUCT OUTREACH TO UNDERSERVED POPULATIONS ON THE CAMPUS Rationale: Students, including older and evening students, are often unaware of college resources/services that are available to help them meet their own needs. Therefore, underserved populations on the campus require special marketing attention.	6A. There is evidence the needs of the target population have been identified. 6B. There is evidence of specialized marketing and recruitment efforts and materials for underserved populations. For example, flyers, posters, and information about the program are available at high visibility sites where eligible students will see them and presentations are made in classes or at student gatherings. 6C. There is evidence that outreach activities have been coordinated with existing campus events, e.g. co-sponsorships of activities, names on flyers, participation on planning councils, etc.

KEY ELEMENTS:	QUALITY INDICATORS:
7. ECONOMIC AND HUMAN RESOURCES ARE PROVIDED BY THE COLLEGE. Rationale: Sufficient resources are essential for achieving program goals and objectives and the provision of these resources is indicative of college support for the program.	7A. The program needs have been identified in terms of: 1. personnel 2. facilities 3. supplies/equipment 4. other support services 7B. The program operates with sufficient resources in terms of each of the above categories. 7C. The program budget reflects program goals. 7D. Job descriptions for program staff are consistent with program goals and objectives and include the following: 1. qualifications 2. roles and responsibilities 3. functions 4. reporting relationships (Note: See Appendix B for sample job descriptions.) 7E. Program activity is not totally determined by the categorical dollars available. There is a commitment of local resources to sustain the program, at least at a minimal level, if no outside funding is available.
8. FACILITIES ARE PROVIDED FOR THE PROGRAM. Rationale: Appropriate and identified facilities foster a feeling of ownership and support, and allow for continuity of effective services.	8A. Facilities have adequate space for staff to work, participants to meet, and program activities to take place. 8B. The location is accessible and centrally located. 8C. Facilities are clearly identified.

COORDINATION OUTSIDE THE COLLEGE

RATIONALE:

Cooperative efforts between college-based gender equity and single parent/homemaker programs and other educational, business and industry, political, non-profit, private sector, and community-based programs and institutions benefit the target population. The target population is better served when there is community-based support for the campus program. Coordination with others outside the college promotes awareness and understanding in the community at large, establishes a broader network of referral systems for participant support, and helps to recruit members of the target population thereby broadening the impact of program services.

KEY ELEMENTS:	QUALITY INDICATORS:
1. COORDINATE PROGRAM INFORMATION AND FACILITATE REFERRAL THROUGHOUT THE COMMUNITY. Rationale: Coordinating information and referral throughout the community helps to provide services not offered at the college. It avoids the duplication of services thus saving resources, and creates broader community awareness and support for the program.	1A. A referral and contact list has been developed for resources available in the community. 1B. The program is described in a printed brochure which is distributed to community service providers who can refer individuals to the program and/or provide services to current participants.

KEY ELEMENTS:	QUALITY INDICATORS:
2. CONDUCT AN ACTIVE, VISIBLE MARKETING PROGRAM IN COOPERATION WITH COLLEGE PUBLIC RELATIONS OFFICE. Rationale: A marketing program including use of available communication resources expands awareness of the program. It can increase employment opportunities and service options for the participants.	2A. A written marketing plan exists. 2B. There is an established budget for marketing activities. 2C. Marketing activities are identified in the job descriptions of program staff. 2D. Media contacts appropriate to the target group, have been developed. This includes publications and networks that communicate in languages other than English. 2E. Community contacts are coordinated with other instructional, counseling, and administrative contacts to present a unified college interaction with the community.
3. CONDUCT OUTREACH TO MEMBERS OF THE TARGET POPULATION NOT ATTENDING THE COMMUNITY COLLEGE Rationale: To be of greater service to the community and to broaden program impact, the program should attempt to identify and recruit members of the target population who are not currently being served by the college but who have the potential to benefit from such services.	3A. The potential target groups have been identified. 3B. A written outreach/recruitment plan exists and is incorporated into the larger district plan. 3C. The plan exhibits understanding of the cultural diversity within the community. 3D. There is evidence of specialized marketing and recruitment materials and outreach activities for underserved populations. 3E. There is evidence that outreach activities have been coordinated with existing campus and community events. 3F. Each outreach/recruitment activity is evaluated for response results.

KEY ELEMENTS:	QUALITY INDICATORS:
4. NETWORK WITH BUSINESS, INDUSTRY, GOVERNMENT, AND COMMUNITY-BASED ORGANIZATIONS AND AGENCIES. Rationale: Networking maximizes efforts to serve the target population and the community. It results in more appropriate services offered by the college and a broader range of services available to program participants within the community.	4A. Representatives of both sexes from business, industry, government, and community-based organizations and agencies are on the advisory committee. 4B. Particular effort is placed on networking with community-based organizations serving minority groups and women's trade or labor organizations. 4C. There is evidence of liaison with the above groups such as attending meetings, speaking before them, etc. 4D. A listing of local business, industry, government, and community-based organizations exists. For each, potential cooperative efforts have been identified.
5. COORDINATE WITH SECONDARY EDUCATION (HIGH SCHOOLS, ROC/P, ADULT EDUCATION), AND OTHER HIGHER EDUCATION INSTITUTIONS. Rationale: The program is strengthened by coordinating with efforts in secondary and other higher education institutions. Services can be linked and resources shared, resulting in a broader base of persons interested in serving the target population.	5A. Counterparts at local secondary and additional higher education institutions have been contacted and there is evidence of communication/collaboration. 5B. Written materials are available from other programs. 5C. There is evidence of participation in regional or statewide articulation conferences and activities.

KEY ELEMENTS:	QUALITY INDICATORS:
6. ESTABLISH LINKAGES WITH OTHER GENDER EQUITY AND SINGLE PARENT/HOMEMAKER PROGRAMS Rationale: These linkages are useful for further program development, generating ideas and support, problem solving, and sharing successes.	6A. Counterparts in nearby colleges have been identified and contacted in person or by phone. 6B. Program staff attend the statewide gender equity and single parent/homemaker training conference as required. 6C. The program staff can document attendance at regional and other related meetings.

ESSENTIAL CURRICULUM AND SUPPORT SERVICES

RATIONALE:

Students who are served by gender equity and single parent/homemaker programs have a unique set of needs that must be met by curriculum offerings and support services. While programs at individual campuses will vary, there are elements which all programs must have in common in terms of providing participants with essential information, needed educational and personal resources, and equitable access to job-training programs.

Support Services Definition:

Counseling and instructional support resources which enhance the ability of the special needs student to become aware of, enter, and succeed in community college occupational educational programs.

KEY ELEMENTS:	QUALITY INDICATORS:
1. IDENTIFY PARTICIPANTS' SPECIAL NEEDS Rationale: It is essential to identify the unique special needs of each participant in order to determine their individual strengths and facilitate their educational success.	1A. Conduct individual assessments of potential nontraditional and single parent/homemaker students' interests, abilities, skills, values, and personalities. (Note: See Appendix C for sample intake forms.) 1B. Information collected by other departments/agencies on the needs of the target population are utilized in conjunction with data gathered above to plan effective support service programs.

KEY ELEMENTS:	QUALITY INDICATORS:
2. PROVIDE COUNSELING SERVICES AND REFERRALS THAT ASSIST PARTICIPANTS IN OVERCOMING BARRIERS. Rationale: It is vital to assist participants in developing a personal plan of action to reach their educational/occupational goals.	2A. Documentation exists of the referrals made by counselors to college and community based services. 2B. Counseling services are delivered in appointments of a length which is appropriate for a high-risk needs population. (One-to-one appointments should be allocated 45-50 minutes.) 2C. Counseling is provided within an appropriate period of time from when the service is requested.
3. MAXIMIZE PARTICIPANTS ACCESS TO COLLEGE PROGRAMS BY HELPING TO MEET FINANCIAL, TRANSPORTATION, CHILDCARE, BOOKS/MATERIALS AND OTHER NEEDS. Rationale: Lack of transportation, childcare, books/materials, etc. prevents target populations from enrolling or persisting in job training programs.	3A. Financial assistance with transportation, child care and books/materials is provided and the amount of money spent on these services is documented. 3B. The number of students who use the above services is documented. 3C. An information/referral sheet regarding the above services is provided to students at point of intake. 3D. Program staff make an effort to interact with instructors to assist the target population when special problems arise.

KEY ELEMENTS:	QUALITY INDICATORS:
4. PROVIDE A VARIETY OF ONE-TO-ONE AND SMALL GROUP ACTIVITIES (WORKSHOPS, SUPPORT GROUPS, PEER COUNSEL!NG) WHICH PROVIDE THE OPPORTUNITY TO DEVELOP HIGH SELF ESTEEM, PROBLEM SOLVING SKILLS, COMMUNICATION TECHNIQUES, SEXUAL HARASSMENT AWARENESS, AND A SENSE OF BELONGING. Rationale: Skill building and supportive contact greatly enhance persistence in educational programs.	4A. Special offerings such as classes, workshops, and speakers are offered which address the most pressing needs of the target population and expand awareness of possibilities. 4B. Program attendance is monitored with particular attention on persistence and an increase in attendance. 4C. Students are aware of sexual harassment policies and know where to go for help. 4D. An information and support network exists among target population participants.
5. MAKE USE OF INTERNSHIP, MENTORSHIP, VOLUNTEER PLACEMENT, COOPERATIVE EDUCATION, AND WORK EXPERIENCE PROGRAMS. Rationale: Such programs are effective ways of introducing program participants to the real world of work. They enhance retention and are extremely valuable in helping participants make appropriate occupational choices.	5A. Document the number of students who participate in these programs. 5B. Survey students and employers regarding the effectiveness of the programs and make revisions as necessary based on the feedback. 5C. Establish a mentor network with interested students and a bank of available mentors which is coordinated with the vocational instruction programs. If possible the mentor pool should mirror the cultural diversity of the students.

KEY ELEMENTS:	QUALITY INDICATORS:
6. CREATE OPPORTUNITES FOR CHILDREN AND SIGNIFICANT OTHERS OF PROGRAM PARTICIPANTS TO EXPERIENCE AND LEARN ABOUT THE COLLEGE ENVIRONMENT. Rationale: Participants are more likely to succeed when they have the support and understanding of these individuals.	6A. Recognition/achievement events take place featuring program participants to which family members are invited. 6B. Informal programs periodically offer participants' family members the opportunity to become familiar with college grounds, programs, and services.
7. CONDUCT FOLLOW-UP OF STUDENTS WHO TAKE ADVANTAGE OF STUDENT SUPPORT SERVICES. Rationale: Because entering college poses significant challenges for much of the target population, it is necessary to provide on-going follow up after initial intake/consultation.	7A. A record of follow-up via interviews, telephone calls, surveys, letters etc. exists on all participants.

Curriculum Definition:

Quality indicators for curriculum refer to the instructional aspects of special programming for the single parent/homemaker and nontraditional students.

KEY ELEMENTS:	QUALITY INDICATORS:
1. DEVELOP BIAS-FREE CURRICULA AND BIAS-FREE LEARNING ENVIRONMENTS. Rationale: All colleges need to be committed to having bias-free educational materials. Bias also occurs in the classroom (i.e. jokes, innuendos, inappropriate presentations, indifference, etc.) and therefore developing bias-free environments must also be a focus of the program.	1A. Handouts, workbooks, and materials on how to develop bias free environments and curricula are distributed to all departments and divisions and are endorsed by the administration. 1B. Inservice opportunities for faculty, staff, and administrators related to sex bias, stereotypes, and needs of single parents/homemakers are available. 1C. Gender equity and single parent/homemaker topics have been and continue to be agenda items at department meetings. 1D. There is a designated person on campus with whom students may discuss incidents of biased and/or discriminatory behavior.

KEY ELEMENTS:	QUALITY INDICATORS:
2. HELP PARTICIPANTS WITH GOAL SETTING, DECISION-MAKING, PROBLEM SOLVING, STRESS AND TIME MANAGEMENT, SURVIVAL AND PARENTING SKILLS, AND THE ELIMINATION OF SEX BIASED OR STEREOTYPED BEHAVIOR. Rationale: Without the critical life skills described above, participants are unable to chart their course, identify progress, and take charge of their lives.	2A. Classes of special interest to the target population teach these basic career/life skills each program year. 2B. Classes are offered that focus on the elimination of sex bias. Material is presented in a way that challenges students to overcome their own sex bias. 2C. The provision of these classes is coordinated with the campus Career Center if one exists. 2D. The number of students who participate in these classes is documented and contact is maintained following class completion. 2E. A self-report form to determine student satisfaction with these classes and additional barriers/unmet needs is used.

KEY ELEMENTS:	QUALITY INDICATORS:
3. PROVIDE REALISTIC LABOR MARKET/ECONOMIC INFORMATION. Rationale: Specific knowledge about employment opportunities in the region, starting salary ranges, and methods of obtaining employment in various occupational fields is critical to reaching economic self-sufficiency and realizing job training goals.	3A. Instructional opportunities for learning about and researching the local labor market are plentiful and timely. 3B. Gender equity and single parent/homemaker staff coordinate with the campus Career Center, if one exists, and local resources to provide realistic labor market and economic information to target student groups. Use is made of current information such as that produced by the San Diego Labor Market Information Study. 3C. The number of students in the target population who use a computerized career search program, or the equivalent, is documented. 3D. Career planning and local labor market information is an integral part of academic planning that occurs in both the classroom and counseling office. 3E. Printed instructional materials regarding job search strategies and labor market trends are available to students.

TASK FORCE MEMBERS

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE PROJECT

"DEVELOPING QUALITY INDICATORS FOR GENDER EQUITY AND SINGLE PARENT/HOMEMAKER PROGRAMS"

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GLOSSARY

CARE (Cooperative Agencies Resources For Education). A California statewide program that assists students who meet the following criteria: are at least 18 years old, are EOP&S eligible, are single parents with at least one child under the age of six, and have received AFDC for at least one year. The program assists these individuals with allowances for child care, transportation, books and supplies, and often supplies additonal support services and programs.

Carl Perkins Vocational Education Act. 1984 legislation (currently undergoing reauthorization) that provides federal assistance to states and is intended to make vocational education programs accessible to all persons including single parents and homemakers.

Community Based Organization. A private, nonprofit organization which provides services in outreach, pre-employment, job training, employment, placement and follow-up.

EOPS (Extended Opportunity Programs and Services). A student service program funded by the state of California at all community colleges. It helps low-income and educationally disadvantaged students achieve success in college by providing them with counseling, tutoring, financial aid, and other support services.

Feminization of Poverty. The increasing degree to which poverty is associated with women. (The California 2000 report prepared by the Assemply Office of Research reports that nearly one-half of the young children who live in poverty live in homes headed by women. Among three- to five-year-old children living with single mothers, the incidence of poverty is 57 percent; among infants under three, it is 78 percent.)

Homemaker. As defined by the Carl Perkins Vocational Education Act, homemaker means an individual who: (a) is an adult, and (b) has worked as an adult primarily without remuneration to care for home and family and for that reason has diminished marketable skills.

Individual sex bias. Personal behaviors that result from an individual's assumption that one sex is superior to the other.

In-kind services. Non-cash resources and services that are supplied inorder to benefit the program, such as the provision of materials and/or equipment, facilities, and personnel time.

Institutional sex bias. Policies and procedures of an institution that result from the assumption that one sex is superior to the other.

ROC&P (Regional Occupational Centers and Programs). These centers and programs are designed to provide entry level job skills to students 16 years of age or older and to adults. The program also provides for the upgrading of existing skills for adults, and for the retraining of adults.

San Diego Labor Market Information Study. A pilot program in its second year which brings together, for a particular county, a listing of all the job classifications in that county, a projection of expected growth in those jobs, and matches this to the number of students in the county who are currently receiving job training in those areas.

Sex Bias. Behavior resulting from the assumption that one sex is superior to the other. "Sex bias," as used in the Carl Perkins Vocational Education Act, includes "sex discrimination."

Sex Discrimination. Action(s) which limits or denies a person or group of persons opportunities, privileges, roles or rewards on the basis of sex.

Sex Stereotyping. The attribution of behaviors, abilities, interests, values and roles to a person or a group of persons on the basis of their sex.

Single parent. As defined by the Carl Perkins Vocational Education Act, single parent means an individual who: (a) is unmarried or legally separated from a spouse, and (b) has a minor child or children for whom the parent has either custody or joint custody.

APPENDIX A

CALIFORNIA COMMUNITY COLLEGES
TITLE IX COMPLIANCE SELF-ASSESSMENT
FOR VOCATIONAL EDUCATION

CALIFORNIA COMMUNITY COLLEGES
TITLE IX COMPLIANCE
SELF-ASSESSMENT FOR VOCATIONAL EDUCATION

Program standards, which are consistent with the intent of the Vocational Education Act*, have been developed to foster the design and implementation of quality Gender Equity and Single Parent/Homemaker programs. This Vocational Education Act, the result of federal legislation, provides funds for the support of vocational education and prescribes how these funds should be expended. In addition to adhering to the intent of the Vocational Education Act, it is essential that local vocational education programs be constructed on a foundation in compliance with the provisions of Title IX of the Education Amendments of 1972 and its implementing regulations. Title IX is a regulatory act that prohibits sex discrimination and applies to all educational programs and activities that are conducted by the state and local educational agencies that benefit from federal funds, including vocational education. The Vocational Education Guidelines of 1979 amplify and clarify how Title IX and other civil rights legislation (Title VI and Section 504) should be applied to vocational education programs and related services.

A Title IX Compliance Self-Assessment for Vocational Education, which includes the provisions of the Vocational Education Guidelines, has been prepared so that compliance issues can be addressed during the program planning or redesign process. This self-assessment does not need to be filed with any agency, but is designed to provide the local practitioners with a means to conduct a quick Title IX compliance check for the vocational education delivery system. If more detailed information is needed, refer to the Title IX Coordinators Handbook: A Technical Assistance Resource for California Community Colleges, 1988.

*The Carl D. Perkins Vocational Act is undergoing the reauthorization process at the time of this writing. A commitment to serve the needs of Single Parents/Homemakers and to promote the elimination of the effects of sex role stereotyping, continues to be an integral part of both the House and Senate versions of this vocational legislation.

1. **Requirement—Vocational Program Promotion**

[College Level—Vocational Program Responsibility]

- Promotional activities are to be conducted in a manner that does not perpetuate sex role stereotyping or create limitations based on sex.

Compliance Indicators

- Promotional materials and activities for vocational education, such as program brochures, newspaper articles, career day presentations, high school recruitment activities, etc., are free from any discriminatory, sex biased, or sex role stereotyped text, illustration or content.
- These materials and activities communicate through text or illustration that both genders are welcome and can be successful.

Requirement #1. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

2. **Requirement—Career Awareness Materials**

[College Level—Counseling/Career Center Responsibility]

- Career awareness materials and activities are to be conducted in a manner that does not perpetuate sex role stereotyping or create limitations based on sex.
- These materials and activities present a broad range of career options.

Compliance Indicators

- Career awareness activities and materials are free from any discriminatory, sex biased, or sex role stereotyped text, illustration or content. (These activities/materials would include AV or print materials used as an introduction to particular careers or courses of study, career days, guest lecture series, career exploration courses, etc.)
- The materials and activities cover a broad range of career opportunities and serve to help students eliminate their own sex bias and sex role stereotyping.

Requirement #2. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

3. **Requirement—Counseling Activities and Enrollment Patterns in Vocational Programs**

[College Level—Counseling/Vocational Program Responsibility]

- Vocational programs enrollment patterns have been studied.
- All programs that have 80% or more of one gender have been identified.
- Counseling materials and practices have been studied to assure that counseling actions (or inactions) have not contributed to any imbalance in the enrollment patterns.

Compliance Indicators

- The counseling staff is aware of vocational programs that have an under representation of either females or males.
- Strategies have been developed to encourage the enrollment and retention of the under represented gender.
- There is evidence that counseling practices and materials, including application of interest inventories and aptitude tests, have been reviewed to assure that any imbalance in enrollment patterns is not the result of counseling activities.

Requirement #3. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

4. **Requirement—Consumer Education Curriculum**

[College Level—Vocational Program Responsibility]

- The Consumer and Homemaking Education Programs include components to eliminate sex bias and stereotyping and to assist both females and males in preparing for the dual role of managing a home and a career.

Compliance Indicators

- The Consumer and Homemaking curriculum is designed to aid in the elimination of sex bias and stereotyping and addresses the need of males and females to prepare for both home and work responsibilities.

Requirement #4. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

5. **Requirement—Student Services, Instructional and Off-Campus Training Programs**

[College Level—Student Services/Vocational Program Responsibility]

- Services, benefits and opportunities are provided to students in a manner that is free from exclusion or differential treatment or harassment based on sex.

Compliance Indicators

- Administrators, instructors and student services personnel are aware of what constitutes sex discrimination, sex bias, sex role stereotyping and sexual harassment.
- All personnel work to create an educational environment that is free from discrimination, bias, stereotyping and harassment, including harassment of students by other students.
- There are procedures to assure that students who take part in off campus job training or educational programs are not subjected to discrimination, bias, sex role stereotyping or sexual harassment.
- Interviews with students indicate that they are aware of related complaint procedures.
- Students report that they have not been subjected to sex discrimination, sex bias, sex role stereotyping or sexual harassment in the educational environment.

Requirement #5. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

6. **Requirement—Employment Assistance for Students**

[College Level—Vocational Program Responsibility]

- The placement office staff and vocational instructors who make job referrals have taken measures to assure that students are referred only to employers who do not discriminate in their employment practices.
- Placement staff and vocational instructors who make job referrals, do so in a manner that is free from sex discrimination, sex bias and sex role stereotyping.

Compliance Indicators

- Personnel who assist students with job placement are aware of their obligation to avoid referrals to employers who discriminate.
- Placement office personnel and instructors who make job referrals are able to describe the procedures used to assure that students are not referred to employers who discriminate.

Requirement #6. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

7. **Requirement—Application Forms**

[District/College/Vocational Program Level Responsibility]

- College and vocational program application forms do not make pre-admission inquiries about a person's marital status.

Compliance Indicators

- Admission forms are free from any inquiry about marital status, and if this information is needed for any purpose, it is collected after the completion of the admission process.

Requirement #7. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

8. **Requirement—Program/Course Access**

[District/College/Vocational Program Level Responsibility]

- All programs/courses/sections are open to both males and females.
- Prerequisites and admission tests do not have the effect of eliminating a disproportionate percentage of either gender unless the criteria can be demonstrated to be a predictor of students' success in the program/course.

Compliance Indicators

- Course titles and descriptions do not state or imply that any course or section of a course is offered exclusively for one gender.
- Prerequisites and minimum competency standards have been validated.
- Data is collected and analyzed to determine whether prerequisites and admission tests have the effect of eliminating a disproportionate percentage of either gender.

Requirement #8. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

9. **Requirement—Programs Provided by Cooperating Entities**

[District/College/Vocational Program Level Responsibility]

- The district/college has formed cooperative arrangements for the purposes of serving, training, educating or employing students, exclusively with individuals or entities that do not discriminate on the basis of sex.
- All written contracts with the cooperating entities include an assurance of nondiscrimination.

Compliance Indicators

- Contract agreements include an assurance of nondiscrimination from cooperating entities that provide apprenticeship training, cooperative education, medical clinical training, law enforcement training, GAIN and JPTA programs, adult education programs, day care providers, social services and private education, such as cosmetology schools, etc.
- Students are aware that the academic institution's complaint procedure(s) can be used to resolve any alleged discrimination in any of these programs that are run in cooperation with the district/college.
- District/college personnel who are responsible for administering/coordinating these programs have developed procedures and practices to assure that males and females have an equal opportunity to benefit from the programs provided in whole or part by cooperating public and private entities.
- Contracts are terminated with any entity that treats students in a discriminatory manner and refuses to alter the offending treatment.

Requirement #9. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

10. <u>Requirement—Financial Aid</u>

[District/College—Financial Aid Office Responsibility]

- The district/college has developed and implemented procedures to distribute financial assistance in a manner that does not discriminate on the basis of sex.

Compliance Indicators

- Males and females are equitably represented among financial aid recipients, including students benefiting from the work study program.
- Single parents and re-entry students are aware of financial aid opportunities.

Requirement #10. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

11. <u>Requirement—Employment</u>

[District/College Level—Personnel Office/Vocational Program Responsibility]

- The district/college has developed and implemented procedures that assure there is no discrimination on the basis of sex in: recruitment, hiring, upgrading, promotion considerations, awarding of tenure, demotion, transfer, layoff, application of any nepotism policies, right of return from layoff, salary and fringe benefits.
- There is no pre-employment inquiry as to an applicant's marital status.
- All necessary steps have been taken to assure that the work environment is free from sexual harassment.

Compliance Indicators

- All employment policies are free from provisions that are discriminatory on the basis of sex.
- An affirmative action program exists.
- There is an active recruitment program to attract members of the under represented sex.
- Females and males are well represented in administrative, instructional and student services positions.
- A comprehensive program has been developed to provide all employees with in-service programs designed to ensure that the work environment is free from all forms of sexual harassment.

Requirement #11. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

12. **Requirement—Announcement of the District's Policy (Policies) of Nondiscrimination**

[District/College Responsibility]

- An announcement of the district's nondiscrimination policy, which includes nondiscrimination on the basis of sex, is disseminated on an annual basis to students, employees and the general public.
- If the service area has a community of national origin minority persons with limited English language skills, the policy announcement is disseminated to that community, in its language, and states that the lack of English language skills will not be a barrier to vocational education programs.
- The name, address and phone number of the Title IX Coordinator is included in the announcements.

Compliance Indicators

- The district's policy announcement, which covers nondiscrimination on the basis of sex, appears in the schedule of classes or other widely circulated announcements.
- The notice is disseminated to members of national minority populations in the service area in the language of those populations via printed material or other vehicles, such as Spanish language radio or T.V.
- The district's policy notice of nondiscrimination in employment appears in employee handbooks or other publications that are distributed to all employees, including part-time staff.
- The name, address and phone number of the Title IX Coordinator is included in all notices.
- The district's commitment to nondiscrimination in employment is stated on all job announcements.

Requirement #12. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

13. **Requirement—Complaint Procedure(s)**

[District/College Responsibility]

- There are complaint procedures which provide both students and employees with a process to redress any instances of sex discrimination or sexual harassment.

Compliance Indicators

- Information about the availability of complaint procedures appears in publications that are disseminated to students and employees, including part-time employees.
- Existing procedures have been reviewed in an effort to determine their effectiveness in resolving issues involving sex discrimination, including sexual harassment.

Requirement #13. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

14. **Requirement—Title IX Self Evaluation**

[District/College Responsibility]

- A Title IX Self Evaluation, designed to determine whether any of the district/college policies or practices are discriminatory on the basis of sex, has been completed and has been placed on file at the local education agency.
- Any needed revisions and modifications have been completed.

Compliance Indicators

- A copy of the Title IX Self Evaluation is available as a reference.
- There are descriptions of any remedial efforts that were undertaken.
- All facilities are comparable for females and males, i.e., restroom, locker, shower and/or changing facilities adjacent to the Automotive Tech. lab are comparable for men and women.
- All district/college policies, practices and print materials are free from any discriminatory content or aspects.

Requirement #14. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

15. **Requirement—Academic Leave for Pregnant Students**

[District/College Responsibility]

- Procedures have been developed to accommodate academic leave for pregnant students for the duration deemed medically necessary.

Compliance Indicators

- Information about academic leave for pregnant students is in student handbooks or other publications that target students.

- Instructors, counselors and other student services personnel are aware of the pregnancy leave provisions and are able to help students complete necessary paperwork to qualify for such leave.

Requirement #15. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

16. **Requirement—Board Approved Policy (Policies) of Nondiscrimination**

[District Responsibility]

- The Board of Governors has adopted a policy (policies) of nondiscrimination on the basis of sex in educational programs and activities and in employment.
- This policy (policies) or a separate policy expressly prohibits sexual harassment.

Compliance Indicators

- The policy (policies) prohibiting discrimination on the basis of sex and sexual harassment are in the Board of Governors Policy Manual.

Requirement #16. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

17. **Requirement—Appointment of Title IX Coordinator**

[District Responsibility]

- The district has appointed at least one person to coordinate the district's efforts to comply with Title IX.

Compliance Indicators

- An individual has been appointed, by board or administrative action, to coordinate Title IX related activities or one or more of the district's/college's employees have job descriptions that include Title IX coordination duties.

Requirement #17. Has Been Met . . . Yes [ ] No [ ] In Part [ ]

APPENDIX B

SAMPLE JOB DESCRIPTIONS

Before developing a job description you are encouraged to refer to Section I of the Gender Equity Coordinator's Handbook: A Technical Assistance Resource for California Community Colleges, September 1988. This section delineates the role of the Gender Equity Coordinator. It states that the Gender Equity Coordinator has responsiblity:

- Within the confines of the VEA-funded programs.
- For developing programs and providing services designed to eliminate sex bias and stereotyping in vocational education.
- For assuring that the VEA "Elimination of Sex Bias" and Single Parent and Homemaker funds are administered according to the provisions of the Perkins VEA funding act.. The provisions of the act are subject to periodic reauthorization.

This document lists the following characteristics of an effective Gender Equity Coordinator:

- Knowledgeable about the provision of the Perkins Act.
- Informed about gender equity issues in general and how those issues apply to vocational education in particular.
- Sensitive to the needs of single parents and homemakers.
- Aware of Federal and state nondiscrimination requirements.
- Able to assure that all programs conducted in full or in part with "Elimination of Sex Bias and Stereotyping" and Single Parent and Homemaker funds comply with state and Federal Requirements.
- Equipped to maintain records that will satisfy fiscal and program audits.
- Effective in coordination and communication efforts within the college/district in order to maximize effectiveness and to minimize duplication of effort.

On the following pages three sample job descriptions are provided.

JOB DESCRIPTION

COUNSELOR/DIRECTOR - EQUITY CENTER

ADMINISTRATION

•Responsible for the planning and overall supervision of staff, budget, and services provided by the Equity Center. Organize, and facilitate equity workshops and programs; hire and train equity staff; design and supervise the distribution of publicity, newsletters, calendars, flyers. Provide campus-wide leadership on issues related to equity and single parent programs. Supervise the collection of data and prepare reports on Center usage; design and conduct evaluative reserach on students needs and program effectiveness.

•Act as liason for prospective and currently enrolled students seeking information about educational and career options.

•Act as a resource person to refer students to other college services such as financial aid, student services, EOP&S, learning resource center.

•Serve faculty organizations and committees which contribute to the governance of the college.

•Demonstrate knowledge of student affairs and procedures and practices required to direct an equity program in relation to the instructional program and other services.

CONTROLLER

•Establishe and oversee budgets.

•Prepare reports which delineate areas of expense and expenditures.

•Document data to establish clear audit trail.

•Operate all budgetary procedures in compliance with Vocational Educational Acts regulations.

•Make available all ledgers and documentation for auditors.

COUNSELOR

•Counsel students with personal, educational, and vocational problems.

•Lead groups emphasizing personal and social interaction.

•Compile and study occupational, educational, and economic information to aid counselees in making and carrying out vocational and educational objectives.

•Appraise interests, aptitudes, abilities, personality and values for vocational and educational planning.

•Assist students and Equity Center clients to develop realistic goals based on their individual needs.

EDUCATOR

•Inservice faculty, counselors, and administrators

•Teach a program for men and women designed to identify employable skills and interests. Instruction includes assessment and skills identification, resume writing, career problem solving, and career search.

RECRUITOR

•Attend community activities in the immediate area surrounding the college. Introduce the services offered by the Equity Center. Post flyers and brochures.

JOB DESCRIPTION

RE-ENTRY/GENDER EQUITY COORDINATOR

The Coordinator shall be responsible for the following:

1. Assisting in preparing and managing budgets, programs, and classes for the Re-Entry/Gender Equity programs. The re-entry program includes but is not limited to responsibility for services to Displaced Homemakers, Single Parents, Support Services to Women, and Students in Non-Traditional Careers.

2. Maintaining records and preparing reports for the Re-entry/Gender Equity program.

3. Responsible for all Instructional Department Chairs/Coordinators' Duties and Responsiblities.

4. Includes counseling responsibilites as follows:

•Providing Academic, vocational and personal counseling to students on an individual basis

•Providing group counseling for the accomplishment of specific objectives.

•Assisting in the planning and implementation of registration.

•Assisting students with petitions for graduation and to the Academic Council.

•Establishing and maintaining communication with the various instructional divisions, the administration and the staff of the college.

•Establishing and maintaining communications with the high schools served by the college.

•Establishing and maintaining communications with community agencies that can serve our students.

•Serving on various college committees.

•Keeping current with developments and changes in his or her field.

•It is understood that these responsibilities may require a minimum of five (5) hours off-campus perweek at the professional discretion of the staff member with the approval of the Vice President for Student Personnel Services.

5. Includes the responsibilites of the Title IX Officer in compliance with Title IX of the Education Amendments of 1972.

6. Serving on various college and community committees coordinating services and programs for the Re-entry/Gender Equity programs.

7. Assisting in other areas as assigned by the Assistant Superintendent/Vice President, Student Personnel Services.

SINGLE PARENTS/HOMEMAKERS PROGRAM

JOB DESCRIPTION

Position: Program Leader

Duties:

- Manage program operation.
- Supervise subordinate staff.
- Monitor and update budget activity.
- Prepare bi-monthly and final reports.
- Provide vocational counseling to clients as needed.
- Refer clients to appropriate district services as needed.
- Develop classes with appropriate District deans.
- Conduct community outreach & recruitment with social service agencies, private industry, and educational institutions.
- Develop and conduct educational/outreach workshops.
- Implement and monitor on-site services for single parent and homemaker students (i.e. bus tokens)
- Serve as liaison to coordinate services among district sites/personnel.
- Develop and conduct support group activities.
- Prepare presentations and materials for Advisory Committee meetings.
- Represent program and district at community activities and other outreach activities.
- Attend meetings/serve on committees that relate to program goals.
- Produce and distribute resource guide.
- Conduct and tabulate research.
- Develop and implement evaluation follow-up systems.
- Solicit additional grant monies.

APPENDIX C

SAMPLE INTAKE FORMS

NEW HORIZONS INTAKE INFORMATION

Please complete all information previous to appointment

Name _____ Perm # _____

Address _____

Telephone (h) _____ (w) _____

Marital Status:	Education Status	Children	Public Assistance
1. Married, spouse present	1. 1-8 years	1. yes	1. no
2. Married, spouse absent	2. 9-11 years	2. no	2. AFDC
3. Single	3. high school grad or equivalency	Ages:	3. GAIN
4. Divorced	4. past high school		4. Other_____
5. Separated	5. current RSC student		
6. Widowed			

(Please check all that apply)

In order that I could become more self-sufficient and provide for myself/family, I would like help:

_____ Solving problems related to housing, health, food, finances, legal concerns, parenting, substance abuse or other issues

_____ Arranging for child care so I can attend training or find a job

_____ Arranging for transportation

_____ Finding a job

_____ Furthering my education or job skills

_____ Building self esteem and communication skills

_____ Learning about different job/career opportunities

_____ Other _____

Name, telephone number and address of person who will always know how to get in touch with you:

Name: _____

Address: _____

Telephone: _____ Relationship: _____

How did you hear about the program (circle all that apply):

1. Newspaper/TV/Radio
2. Instructor
3. Counselor
4. Poster/brochure
5. Friend/relative
6. Social service agency
7. Educational institution
8. Other _____

_____
Participant's Signature

SINGLE PARENTS/HOMEMAKERS PROGRAM

5350 University Ave., San Diego, CA 92105 (619) 230-2152

Student Information Form

Site:_____ Date_____

Please Print

Name_____ Phone_____
Last *First*

Address_____
Street *City* *Zip*

Social Security Number: _____/____/_____ Birthdate _____/____/___
Month *Day* *Year*

In what class(es) are you currently enrolled?_____

I certify I am _____ a SINGLE PARENT, unmarried or legally separated from spouse, and have custody or joint custody of a child or children, and would like to develop job skills.
_____ a HOMEMAKER, having worked primarily caring for home and family and would like to develop job skills.

*****The following information is confidential and requested for statistical purposes only*****

How do you describe yourself?
__Amer Ind Alaskan Nat
__Asian Pacific Islands
__Black (Non Hispanic)
__White (Non Hispanic)
__Hispanic
__Filipino
__Other

Age
__Under 18
__19-24
__25-34
__35-44
__45-54
__55 & up

Gender:
__Male
__Female

Marital Status
__Never Married
__Married
__Separated
__Divorced
__Widowed

Check One:
__Single Parent
__Married Parent
__Other

Education
__Some High School
__High School Diploma
__1-2 Years of College
__3-4 Years of College
Degree__yes __no
__Post Graduate Education
Degree __yes __no
__Trade/Technical School
Certificate __yes __no
__Vocational Training Program
Specify_____

Yearly Family Income
__AFDC Recipient
__Under $5,000
__$5,0000-10,000
__$11,000-15,000
__$16,000-25,000
__$26,000-35,000
__$36,000 & over

# of children
__0-5 years
__6-12 years
__13 & over

I am:
_____Currently employed - Job Title_____
Looking for: _____part time work or _____full time work or _____not working

I am interested in the following San Diego Community College District opportunities:
____Vocational Education Classes
____Placement Services
____Career Counseling
____Job Search Classes
____Services for Single-Parents & Homemakers*
____Other_____

I am receiving bus tokens through the GAIN Program _____yes _____no

I intend to pursue educational training in_____*(identify vocational program or major)*

I certify that the above information is true:_____/_____
Student Signature *Date*

Counselor's statement of student need:_____

I certify that the above student is currently enrolled in:

_____/_____
Vocational Education Program *Counselor Signature* *Date*

Funded by Carl Perkins Vocational Education Act 1984 31588 - Revised 8/9/89

* It would be helpful to specify these.

L.A. Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371

STUDENT INFORMATION FORM
(CONFIDENTIAL)

Gender Equity Program
Trailer next to Bung. 30-31
Tel. #: (818) 719-6453

DAY'S DATE:_____ SEX: F____ M____ SOCIAL SECURITY #: ___-___-____

NAME:_____ HOME PHONE: (___)_____ BUSINESS PHONE: (___)_____

ADDRESS: STREET_____ CITY_____ ZIP CODE_____

CURRENT MAJOR:_____ BIRTH DATE:_____ YEAR ENTERED PIERCE: _____

ANY PREVIOUS COLLEGE ATTENDED: YES_____ NO_____ IF YES, DATE STARTED:_____

MARITAL STATUS: SINGLE_____ MARRIED_____ SEPARATED_____ DIVORCED_____ WIDOWED ____

CHILDREN: YES____ NO____ IF YES, ARE THEY DEPENDENT ON YOU FOR FINANCIAL SUPPORT?
YES____ NO____
CHECK ONE OR MORE BOXES RELATING TO EACH SERVICE:

SUPPORT SERVICES	USED IN THE LAST 6 MONTHS	HAVE NOT USED, BUT KNOW OF	DON'T KNOW OF	NEED TO USE	
CAREER CENTER					
CHILD DEVELOPMENT CENTER					
COUNSELING CENTER					
EOP & S					
FACULTY ADVISOR					
FINANCIAL AID					
GENDER EQUITY					
JOB PLACEMENT					
SERVICES FOR FOREIGN STUDENTS					
TUTORIAL CENTER					
WOMEN'S RESOURCE CENTER					

I AM INTERESTED IN FINDING OUT HOW THE ABOVE SERVICES WILL HELP ME: YES___ NO___

I AM INTERESTED IN VISITING A LOCAL INDUSTRY RELATED TO MY MAJOR AT PIERCE: YES___ NO___

IS THERE ANY AREA IN WHICH YOU NEED HELP OR ENCOURAGEMENT? YES____ NO____
IF YES, PLEASE EXPLAIN.

WOULD YOU BE INTERESTED IN A CLASS ON JOB SEEKING SKILLS AND CAREER PLANNING? YES___ NO___

ACCORDING TO YOUR EXPERIENCE, DO YOU FEEL THAT SEX BIAS EXISTS ON THIS CAMPUS?
YES____ NO____

HOW DID YOU HEAR ABOUT OUR PROGRAM?

DO NOT WRITE BELOW THIS LINE: OFFICE USE ONLY

(T)_____ (DH)_____ (HM)_____ (SP)_____ (NT)_____

VERIFICATION FORM

LOS ANGELES PIERCE COMMUNITY COLLEGE.....THE GENDER EQUITY PROGRAM

To qualify for our Gender Equity Program, you must be a student enrolled in, or planning to enroll in a vocational or occupational program. Please see the list on the other side of this page.

I, _____, intend to pursue education training in _____(identify vocational program or major) after my completion of _____(identify courses, PD 15 and/or PD 7).

DATE:_____ SIGNATURE:_____

COMMENTS: (Office use only)_____

****

We are funded to serve certain categories of people. Please sign the statement that describes you.

I. I, _____, certify that I am a single parent (unmarried or legally separated with a minor child) and in need of marketable skills.

OR

II. I, _____, certify that I have been primarily a homemaker for the past _____ years and am now seeking to develop job skills to enter the labor market.

OR

III. I, _____, certify that I have been in a traditional occupation and I now desire to enter a non-traditional occupation.

OR

IV. I, _____, attended school previously and am now returning for re-training in marketable skills.

Please call us if you have any questions (818-719-6453). Please bring this form with you when you come to the Gender Equity Office, or to the first class.

We're looking forward to assisting you in whatever ways we can. See you soon.

GENDER EQUITY

_____
Counselor

_____

_____

SAM-A, Exploration

ERIC Clearinghouse for Junior Colleges
MAR 3 1990